

1963

1964





This is

# *FLORIDA PRESBYTERIAN COLLEGE*

at St. Petersburg

## *A Four-Year Coeducational Liberal Arts College*

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## *Freedom of Understanding*

This is a new age. No other group of college students has faced a future so bright with promise and opportunity and so challenging to man's intellectual and moral nature as the present generation. This catalogue, which presents the aims, ways, and means of Florida Presbyterian College, is designed to tell of a way of life in which college-aged youth may prepare themselves excellently for their dynamic futures.

Students as scholars are concerned with truth: its understanding, presentation, augmentation, critical analysis, and transmission. Our age is witnessing not only an explosion of population but an explosion of knowledge. Florida Presbyterian College offers its students unlimited opportunity to confront truth through a library of carefully selected volumes, fully equipped science and language laboratories, an exciting curriculum that emphasizes interdisciplinary and independent studies, and, most important, an exceptionally well-qualified faculty. Florida Presbyterian College's way of life is a searching experience, leading the student from the limitations of a little knowledge to the limitless freedom of understanding.

Students, as Americans, are free people; and only among free people can the learning process go on. In such an atmosphere there is no sin in having a new idea and no safety in giving simply lip service to an old idea. Education is a refining process through which the mind and spirit are at one and the same time liberated and captured. The way of life of Florida Presbyterian College is an experience of growth leading the student from the confusions of youth to the commitments of maturity.

Man is more than body and mind. "The heart, too, must be fed." A college student's understanding of truth must be complete. God cannot be "the forgotten factor" in man's search. He made man free. Our use of freedom in our search for truth must be related to an awareness of God and a concern for the good. The way of life of Florida Presbyterian College is a "becoming" experience, leading the student through questions and debates to bring adequate moral judgments to the issues of life.

I invite young people, their parents, counselors, and our friends to consider sincerely the program illustrated herein and welcome any qualified student to life in our community.

WILLIAM H. KADEL



## *To Open Horizons*

Liberal arts, so called because their study liberates men and fits them for a place in a free society, means opened horizons. The central concern of Florida Presbyterian College is to lead her students to deeper insight, comprehension, and understanding of men, of our universe, and of the relations between the two. Through superior students, experimentation, and Christian community, Florida Presbyterian College plants in her students a desire for knowledge and a love of wisdom and invites them to the satisfactions which the persistent pursuit of such ideals may afford.

## *Superior Students*

Florida Presbyterian College actively seeks superior students. Trusting that our leaders tomorrow are the superior students of today, Florida Presbyterian College trains them to be good leaders and to seek and to assume leadership. Certain kinds of curriculum and methods of teaching are possible and appropriate only with superior students. While Florida Presbyterian College has few rigid entrance requirements, it expects of her prospective students considerable attainment in academic subjects. In addition to scholarly achievement, students should display unusual breadth of interest and excellence of character conducive to the orderly transition from secondary school to college. Young men and women must be eager to learn

to grow physically, intellectually, and spiritually. Above all, they must be ready to accept much of the responsibility for their own learning.

## *Living Research*

Florida Presbyterian College exists to prove to the world that the minimum or average need not be the norm in education (or thinking) and to test the proposition that education can be both liberal and Christian. It adopts experimental attitudes in attempting to reach its goals through unique but carefully considered means.

We are engaged in *living research in higher education*, not merely in developing something we already have. The general direction of our research is to discover how students can most skillfully learn to make evaluations. Description and analysis are not sufficient, we believe, for moral education. They cannot be dispensed with: they are necessary in the search for truth. But the search for truth cannot stop with them. Truth requires judgment and choice based upon moral presuppositions. The formulations of standards of judgment as a conscious intellectual activity and the habitual judgment of such standards are an indispensable part of education. We do not presume that Florida Presbyterian College is the first college to assume the necessity of a moral end of education, but we are experimental in trying to find out how best such an end can be realized.

# *A Christian Community*

In still a third way we are probably more experimental than in any other: we are trying to find out what a Christian college is! Those who have studied the idea longest and hardest agree that people in general have no clear-cut idea of what a Christian college is or should be and that disagreement is to be expected. Still we are all united in believing that there should be a college in which the presuppositions are avowedly Christian. Truth, freedom, and Christianity have inevitable connections whether in the search, the heritage, or the government of a Christian college. And we have a vision of *a Christian community* which is not monastic in separating dedicated persons from the world but which prepares dedicated people to go back into the world and witness through the exercise of their intellect. This witness, we pray, will prove to the world that a Christian education best fits people for life, liberty, and the pursuit of happiness for others.

A private, coeducational, liberal-arts college, founded and maintained by the Presbyterian Churches, both U. S. and U. P. U. S. A. acting co-operatively, Florida Presbyterian College acknowledges as primary in the search for truth a knowledge of God and of ourselves as revealed in Jesus Christ. The College examines and nurtures beliefs and attitudes central to Christian interpretations of man and recognizes faith as a probing and vitalizing force. Dedicated to the inspiration of a strong sense of Christian

obligation for involvement and leadership in local and global events, the College is equally dedicated to the proposition that its doors are open to qualified students of all faiths.

## *Motivation*

Florida Presbyterian College thus has a deep concern for its students. It seeks to stimulate growth—the student's realization of individual potential—and encourages individual attainment. With the fundamental aim of the College community to make students aware of the seriousness of their vocation, students, throughout their undergraduate careers, exercise their powers of decision on the basis of informed and thoughtful judgment consciously pursued.

## *Learning is Personal*

Florida Presbyterian College is a unified academic community in which each member's recognition and security depend on his freedom to pursue scholarship and to associate with others. Here *learning is personal* and widely varied because of the realization that knowledge comes from others of differing as well as similar backgrounds and pursuits. We employ both conventional and unconventional methods in the search for truth to provide insights and skills which train and excite our students' intellects and emotions for creative and imaginative expression.

In guiding our students' development, we afford them

THE COLLEGE CONCERT CHOIR  
This popular musical organization makes frequent appearances during the year.



innumerable opportunities to learn emotional independence, the necessity for individual questioning, and the right and duty of personal judgment. Thus, Florida Presbyterian College cherishes freedom of thought. For its entire academic community—students, faculty, staff—the College insists upon respect for human dignity and individual moral responsibility supported by the belief that humanity was created for one great co-operation. Thus the College confronts students with the conflicts of cultures, affording them an opportunity to intensify their own search for meaningful and applicable values. Students learn to arrive at new and broader understandings of themselves and their studies in relation to culture, creation, and the ultimate.

Prospective students, regardless of major field of study and plans beyond the undergraduate years, will find in Florida Presbyterian College educational experiences basic to lasting satisfaction, personal integration, and social usefulness. The program of liberal arts, complete in itself, is eminently practical, regardless of a student's intended vocation or avocation. In addition, *the college provides specific preprofessional training for the ministry, medicine, law, education, business, and graduate work in specialized fields.*

In short, Florida Presbyterian College aims to provide life-long attitudes of always seeking deeper, fuller comprehension, of always seeking the whole view, and of always following courses of action to extend capabilities and responsibilities for personal and corporate betterment.



## *A Fresh Start*

Founded in the tradition of the great American liberal-arts schools, Florida Presbyterian College has been singularly blessed from its beginning. The founders, trustees, staff, and faculty have together pursued a policy of experimentation. This policy has been not to cast out what has proved successful in education of the highest quality but rather with a fresh start to develop and adopt new approaches, programs, facilities, and procedures. Already the curriculum and the permanent campus, planned by architects and educators, have captured widespread attention and enthusiasm among those concerned with meeting the vastly increasing demands for higher education in the United States for superior students.

To carry out a college program of the first order efficiently and at a minimum cost, students themselves undertake independent learning during their four years. The program generates independence of thinking and study to produce fuller understanding, to inspire personal initiative, and to develop welcome acceptance of responsibility. The entire program emphasizes independent study, under faculty guidance and review, and develops and maintains individual responsibility through specific means.

## *Core Courses*

To promote a community of learners and to demonstrate the interrelatedness of knowledge, Florida Presbyterian College asks every student to take at least one course

which all students in his year are taking. These are the *core courses* taught co-operatively by professors from art, biology, economics, history, literature, language, mathematics, music, philosophy, physics, political science, psychology, religion, and sociology. In these, students pursue with the group and on their own a critical understanding of the major attempts of man to interpret his purpose and to organize his experience through the analytic and historical study of works and institutions.

## *Studies Abroad*

To increase in our students opportunities for self-directed study and a sense of world community, Florida Presbyterian College arranges studies abroad during the Winter Term, the summer, and the junior year. Students travel in groups and singly with projects for study planned in advance. The College co-operates with other schools here and abroad, tests the language proficiency of students for the project undertaken, and evaluates their accomplishments upon their return to the campus.

## *Senior Seminar*

During his senior year, every student takes a seminar in his major field. Upon recommendation of their major professor, seniors may elect to pursue an independent program of study and research in addition to or in lieu of the senior seminar. They present the results of their work in a thesis.

**SMALL DISCUSSION GROUPS**  
Seminars provide an opportunity for students and teachers to work closely together.



## *Winter Term*

The Winter Term is a special four-week period of independent study for all undergraduates. It comes between the fall semester, which begins early in September, and the spring semester, which begins early in February. With examinations for the fall semester over before the Christmas holidays, January is free for intensive study. Designed to develop the qualities of self-discipline in pursuits requiring the student to be the prime explorer, the Winter Term asks him to work without the customary routine of classroom and lecture hall on a single problem growing out of his other studies and to present his findings in final form. With guidance he chooses and limits his subject, gathers material, organizes it, and presents it as a paper, a short story, a painting, a piece of laboratory apparatus. During this special semester, each professor directs the activities of about fifteen students. A student selects a professor to work under; sometimes the group works co-operatively on topics or problems announced in advance, and sometimes they work separately. Throughout the four weeks, the professor is available for consultation and guidance. This intensive, independent study supplements the extensive work of the courses and thus affords unusual opportunity for the student each of his four years to engage in extended, creative work not normally afforded in traditional undergraduate curriculums. Through the Winter Term at Florida Presbyterian College, the

student not only works on his own to master a limited subject but may have the benefit of step-by-step evaluation of his work.

## *Independent Study*

Proficiency rather than fulfillment of course requirements is the measure of accomplishment and admission to advanced studies. Thus performance (e.g., on placement tests) rather than credit previously earned admits students to advanced work in the core courses, languages, sciences, and mathematics and determines progress toward a degree. In many areas, students can work independently, preparing themselves for advanced standing, doing research, and writing papers, and receive recognition for their work without attending lectures and classes. Hence a student may accelerate his education during the school year and the summer months at home according to his capabilities and secure the full recognition for work done independently which course credit normally certifies.

## *Size of Classes*

Florida Presbyterian College has few middle-sized classes. They are either large enough to encourage independent work and the exchange of ideas within the whole community or small enough to permit discussions in which learners (that is, both teacher and students) explore, debate, and form conclusions together. Both large and small groups place increasing responsibility on the student and

give him two different kinds of experience in learning. The large course contributes to the idea of community by assembling all students of a given year for lectures, panels, demonstrations, movies, and concerts and by providing small groups where students test their personal reactions against those of their fellows in a free forum.

### *The Language Laboratory*

A primary objective of studying a modern foreign language is learning to speak and understand it. The language laboratory facilitates this aspect of learning through aural-oral practice that the conventional classroom does not provide. The laboratory at Florida Presbyterian College is of the newest design. It operates thirty-five positions by remote control so that the student can work independently or as a member of a class. By merely dialing an appropriate number, the student can hear an instructional tape, record his own responses, and play it back for comparison and corrections. As many as a hundred different tapes are available to the student at any time.

### *The Reading Program*

Reading ability and effective study go hand in hand; usually a good student reads well. Hence Florida Presbyterian College offers a reading program for all students to improve their reading. This program is not only for students deficient in reading ability but also for good

students. Often superior students can become even more efficient by increasing their reading rate; the best students often make phenomenal improvement. Our reading laboratory is well equipped, containing rate pacers, tachistoscopes, a controlled reader, and a library of reading texts. This laboratory provides both group work and attention to individual needs. With some suggestions and guidance from the instructor, the student works as independently as possible. We ask some freshmen on the basis of their tests to take work in reading necessary to enable them to master the heavy reading assignments of our program. At the beginning of the sophomore year we give students who have not completed a course in reading a proficiency test. On the basis of this and other tests they learn whether they should take a course in reading to raise their general proficiency, whether they should work on special reading skills, or whether, though their reading is above average, they can profit by increasing their rate. Throughout their four years students can receive help in achieving efficient reading rates.

### *The Writing Laboratory*

Since academic success depends in great measure upon the written word, Florida Presbyterian College emphasizes a high degree of proficiency in writing both in the selection of its students and in determining their progress. The College looks for students who do not require training in writing in a formal course of composition. It makes heavy



**MODERN LANGUAGE LABORATORY**  
This newest design facilitates the learning to speak and understand foreign languages.

demands upon them in their writing. Students learn to expect criticism from all their professors on their written work and help in planning papers and achieving effective style. In addition some staff members are available to help students overcome individual weaknesses. The writing laboratory enables students to form efficient procedures by providing a workshop for writing with a faculty consultant and appropriate reference books.

### *The William Luther Cobb Library*

Because the liberal-arts college must be a reading college, the library is the center of the academic program. With our emphasis upon independent work, the library, gift of Mr. and Mrs. William Luther Cobb of Tarpon Springs, Florida, is the primary instrument in the educational process, the storehouse of the information, opinions, and techniques necessary to a liberal education. Through open shelves and collections maintained in each dormitory, students have easy access to many books. The library not only supplies materials for reference, required reading, and research papers but also compiles bibliographies, prepares exhibits, and promotes interest in reading.

The initial goal of the William Luther Cobb Library is 100,000 volumes.

### *The Science Laboratories*

A student in the natural sciences has opportunity to undertake laboratory practice and research. Manual exer-

cises and routine experiments (which are not experiments at all but repetitions) are minimized. Emphasis is rather on the student's acquiring the ability to understand theory and experimentation, exploring the appropriateness of methods and evaluating design and techniques. The small laboratory becomes the place for group discussion and provides occasion for exchange of ideas and procedures among students.

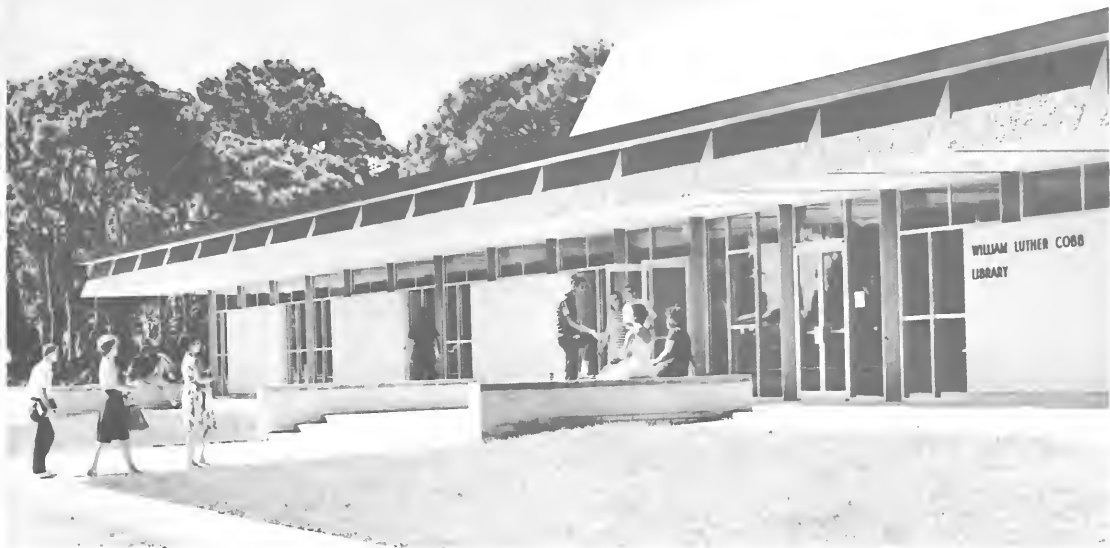
Natural and man-made laboratories combine to provide varied off-campus scientific study in the College's immediate area. The climate allows year-round field work in natural laboratories such as lakes, bays, and land-area communities, and students can apply their knowledge of chemistry, physics, and biology to aquatic environments under a continuing research program. There is also a high concentration of excellently staffed laboratories nearby concerned with electronics, nuclear physics, and chemistry in many private and governmental research facilities in the area.

### *The Studios*

The practice of art and of music flourishes in the studios of Florida Presbyterian College. Here students may receive professional guidance individually or in groups of various sizes, or they may pursue independently the mastery of techniques. In the art studio a student works in many media. In the music studio he may study voice or the instrument of his choice. Small vocal and instrumental

ensembles read their abundant literature throughout the year, and larger, more formal musical organizations rehearse regularly and present concerts both on and off the campus. As a result of their studio work, students periodically offer exhibits of their paintings, prints, and

sculptures and present recitals to the College community and friends. In its emphasis upon the activities of the studios, the College encourages its students' personal involvement with the materials of the creative and performing arts.



The William Luther Cobb Library is the center of the academic program.

# The Curriculum

## The Basic Four-Year Curriculum

|           |        |                                |                      |                      |                   |                    |
|-----------|--------|--------------------------------|----------------------|----------------------|-------------------|--------------------|
| FRESHMAN  | FALL   | Core Course                    | Language             | Mathematics or Logic | Science           | Physical Education |
|           | WINTER | Independent Study and Research |                      |                      |                   |                    |
|           | SPRING | Core Course                    | Language             | Mathematics or Logic | Science           | Physical Education |
| SOPHOMORE | FALL   | Core Course                    | Language             | Two Other Courses    |                   | Physical Education |
|           | WINTER | Independent Study and Research |                      |                      |                   |                    |
|           | SPRING | Core Course                    | Language             | Two Other Courses    |                   | Physical Education |
| JUNIOR    | FALL   | Core Course                    | Two Courses in Major |                      | Two Other Courses |                    |
|           | WINTER | Independent Study and Research |                      |                      |                   |                    |
|           | SPRING | Core Course                    | Two Courses in Major |                      | Two Other Courses |                    |
| SENIOR    | FALL   | Core Course                    | Two Courses in Major |                      | Two Other Courses |                    |
|           | WINTER | Independent Study and Research |                      |                      |                   |                    |
|           | SPRING | Core Course                    | Two Courses in Major |                      | Two Other Courses |                    |



This is the basic curriculum, the minimum program of the College. Students working with their advisers build on it, adding to it, adapting it to their abilities and needs. It gives them a choice of languages and sciences, a choice between mathematics (on several levels) and logic. In addition their proficiencies give them scope in

- a. *Language*. Students must demonstrate competence in speaking, reading, and writing a foreign language and be familiar with the culture of the country to which the language is native. Competence sometimes is achieved through two college years of study following two years of high-school study in the same language.
- b. *Mathematics and logic*. Students take whatever mathematics they are ready for, or logic, in either the freshman or sophomore year.
- c. *Courses in the major*. By postponing mathematics or logic to the sophomore year, students may begin work in their major field as freshmen. The several fields of major study stipulate various requirements (see Courses of Instruction, pp. 39-63).

## Majors

Students may major in

Humanities

Art

Languages (French, German, Greek, Latin, Russian, Spanish)

Literature

Music

Philosophy

Religion

History and the Social Sciences

Economics and Business Administration

History

Political Science

Psychology

Sociology and Anthropology

Mathematics and the Natural Sciences

Biology

Chemistry

Mathematics

Physics

(Courses in Education leading to a teaching certificate at the secondary level are offered in conjunction with majors.)

The curriculum also provides specific preparation courses for graduate work in specialized fields, including law, medicine, and the ministry.

- d. *Other courses*. The College accepts and endorses the policy general in American education that a liberal-arts program includes studies in the three principal divisions. Yet it does not accept the standard procedure of prescribing a certain number of courses in other than the major departments because it

tends to an accumulation of courses not in any deep sense relevant to the intelligent development of the particular student or to his major course of study. Accordingly, it has established a policy of making the course of study unified for individual development and interests. The College does not specify attention to other fields as a given number of courses but rather as a plan involving a student's unique experiences of programmed special readings connected with his main interest, of independent study, or of other devices. The principle operative in each case is that the plan of study be coherent and orderly and not defined as formal course credits.

## *Curriculum for Applied Science and Engineering*

Florida Presbyterian College offers a baccalaureate program in applied science and engineering. Members of the class of 1966 who entered college in September 1962 are eligible to major in this program designed to provide a technical education in the context of the general College requirements.

The engineering student studies the humanities and social sciences through the core curriculum and elective courses and obtains a high level of proficiency in a foreign language. Many of his courses are in mathematics and the basic sciences. Courses in the engineering fields will be

modern in content with relatively little emphasis on those techniques now relegated to the technical aide or assistant. Through the Winter Term and the emphasis on independent study the student develops his creative abilities.

The program offers two majors in the beginning phase, electronic engineering and mechanical engineering. The third and fourth years introduce technical studies, and the fifth year is devoted to them. The curriculum of each student will be designed to meet all accrediting requirements and to meet the needs of each student.

## *Degrees*

Florida Presbyterian College awards the degrees of *Bachelor of Arts* to students in the Humanities and the Social Sciences and *Bachelor of Science* to students in Mathematics and Natural Sciences. Students in the Curriculum of Applied Science and Engineering earn the degree of *Bachelor of Science* at the end of four years and then the degree of *Bachelor of Engineering* upon satisfactory completion of the fifth year.

## *Requirements for Degrees*

Although there are no absolute requirements for the degrees the college looks for:

- a. The experience of the general, interdisciplinary core courses,
- b. a grasp of the fundamental methods and concepts

## Applied Science and Engineering Curriculum

|            |        |                                |          |                |           |                    |
|------------|--------|--------------------------------|----------|----------------|-----------|--------------------|
| FRESHMAN   | FALL   | Core Course                    | Language | Mathematics    | Chemistry | Physical Education |
|            | WINTER | Independent Study and Research |          |                |           |                    |
|            | SPRING | Core Course                    | Language | Mathematics    | Chemistry | Physical Education |
| SOPHOMORE  | FALL   | Core Course                    | Language | Mathematics    | Physics   | Physical Education |
|            | WINTER | Independent Study and Research |          |                |           |                    |
|            | SPRING | Core Course                    | Language | Mathematics    | Physics   | Physical Education |
| JUNIOR     | FALL   | Core Course                    | Elective | Mathematics    | Science   | Technical Studies  |
|            | WINTER | Independent Study and Research |          |                |           |                    |
|            | SPRING | Core Course                    | Elective | Mathematics    | Science   | Technical Studies  |
| SENIOR     | FALL   | Core Course                    | Elective | Senior Seminar | Science   | Technical Studies  |
|            | WINTER | Independent Study and Research |          |                |           |                    |
|            | SPRING | Core Course                    | Elective | Senior Seminar | Science   | Technical Studies  |
| FIFTH YEAR |        | Technical Studies              |          |                |           |                    |

in the humanities, social sciences, and physical sciences,

- c. proficiency in a language other than the student's native language,
- d. competence in a major field of study,
- e. participation and achievement in physical education,
- f. achievement in independent study, particularly in the Winter Term,
- g. ability to speak and write English effectively and correctly.

## *Grades and Their Meaning*

The evaluation of academic progress at Florida Presbyterian College rests on a student's response to educational opportunity rather than on the fulfillment of an arbitrary set of course requirements. Our standards emphasize quality rather than quantity, and our rewards and awards are for outstanding and creative work. To emphasize the greater importance of intellectual achievement than of grades, Florida Presbyterian College uses grades only for advisory purposes and for the transfer of credit to other institutions. In advising students, we use the grades of H (honors), S (satisfactory), and U (unsatisfactory).

## *After College*

Education at Florida Presbyterian College has been designed to be complete in itself as well as a starting point

for a continuing search for truth.

By its nature, it will prove an excellent training base for those who wish to pursue advanced academic training in a specialized field. We expect a substantial number of our graduates to go on to some advanced study—in education, medicine, law, the ministry, the sciences, the humanities, engineering, the social sciences, and other fields.

To assist students in obtaining permanent positions after graduation, we shall have a placement office to arrange visits for companies and agencies seeking personal interviews with our students. In addition, the Placement Office will undertake special activities to assist those graduates who seek opportunities in teaching.

A continuing program of alumni participation is to be established, and close contact with alumni is planned through various publications, personal visits, seminars, class reunions, a continuing study program, and other means. This College will endeavor to continue, as it did during the undergraduate years, to serve as a great stimulus to the men and women who came to it seeking an education of high quality and who have left as mature, responsible people capable of leadership.

## *Campus Life*

Florida Presbyterian College provides a residential student life, most of its undergraduates living on campus. The young men and women in residence learn from their

friends and associates, acquire understanding, leadership, and tolerance, and practice free, democratic choice of action. Our nonresident students participate in all campus functions in every way possible. All students become involved in and identified with the academic community as a whole.

## *Honor System*

Student government is an important part of campus life at the College. Collective action by undergraduates in self-government is vital to the College program. Basic thereto is the *Honor System*, enforced by the students themselves. All student activity, academic and social, presupposes it. Predicated on Christian values, in its practice it contributes to the development of emerging, mature human beings. The College encourages a full, satisfying, and meaningful campus life involving all students, and they organize and conduct social functions, publications, intramural sports, organizations, and special events like concerts.

## *Counseling*

Each student meets a faculty adviser during the summer Pre-college Conference. The day before the opening of Fall Semester, the adviser prepares his students for the College program. He schedules periodic conferences during the year with each student and is available for additional

meetings upon request. Faculty advisers form an integral part of the counseling program, and through his adviser every student has access to every special program and assistance likely to make college life meaningful and enjoyable.

The College compiles much information concerning students during the course of admission: strengths, weaknesses, interests, aptitudes, and the like. The Director of Counseling uses such information in choosing the most appropriate adviser for each student. He gives both the adviser and the resident counselor relevant information. Thus rather than being merely one of the herd, each student is a distinct person with his individual problems and potentialities.

Through the resident counselor, faculty adviser, or any faculty or staff member or through his own efforts, a student may seek and learn ways to get additional assistance for making the most of his college experience. A professional counseling service is available on a confidential basis to students with personal problems. And a vocational-guidance program assists students in academic and vocational planning.

## *Religious Life*

The religious program of Florida Presbyterian College is ecumenical, organized as the Student Christian Association (SCA). Its mission is to focus the Christian faith in the academic community. To this end, the SCA constantly

strives toward the following:

- a persistent, prayerful search for the meaning of the Christian faith;
- a conscious effort to discern God's purpose for each person especially as it relates to his vocation;
- a fellowship of the academic community joined in a common worship and the search for truth;
- a continuous appraisal of the community to help keep the Christian faith central in our search for truth;
- a conscious concern for the life and mission of the Ecumenical Church and encouragement of responsible participation in its members.

The basis for the program is worship. Being within the Protestant tradition, all aspects of our program are voluntary. The chaplain and choir conduct a worship service for the community on Thursdays. The worship committee of the SCA conducts evening prayers three times a week. Through designing and conducting worship, students have the opportunity of understanding better the meaning of worship. After Evening Prayer on Sunday, the SCA conducts its general program of the week. During the week, the SCA sponsors small study groups. Faculty members conduct general discussions in the dormitories. The SCA program deals with the teachings of the Church and encompasses campus, community, national, and international problems. Students also have an opportunity to take part in regional and national conferences and ecumenical work camps. The program of Florida Presbyterian College helps

the student to an intelligent and responsible Christianity in all areas of life.

## *Medical Services*

Students have medical attention and services throughout the academic year. A registered nurse is on hand and a physician available at all times on a consulting basis. Those cases that cannot be treated in the college's own well-equipped infirmary will be referred to either of two excellent hospitals in the City of St. Petersburg. One of these hospitals is only eight blocks from the interim campus. All students are required to have adequate health and accident insurance.

## *Sports for All*

In addition to the required physical education for freshmen and sophomores, an integral part of the curriculum, the College conducts an intensive program in intramural sports of all kinds for both men and women, with emphasis on such water sports as swimming, boating, sailing, water skiing, and skin diving. There is also an intercollegiate sports program at FPC.

## *Concerts*

Students in the Chapel Choir, the Concert Choir, the Choral Union, and the Sandpipers make their own music and give frequent concerts around the state of Florida. Periodically, College instrumentalists and singers and visit-

**DENDY-McNAIR TEACHING AUDITORIUM**  
This is the setting for lectures, recitals, and other large group presentations.



ing artists give recitals of chamber music and solos on campus.

The College sponsors an annual series of concerts. The 1962-63 program includes Eileen Farrell, the North Carolina String Quartet, Andres Segovia, the National Players in *Othello*, and Eugene List.

In the city, two symphony orchestras, an opera group, a woodwind quintet, two concert series, and a string quartet offer numerous programs.

## Lectures

The core curriculum, the College societies, forums, and clubs, and the divisions of the College bring guest speakers throughout the year.

## Films

About once a month the College runs a movie chosen for any reason that makes it excellent: its plot, its photography, its direction, its acting, its technical innovations, its humor, its topical interest. Films in this series are supplemented by pictures shown by College departments, divisions, or the core program. The St. Petersburg Chapter of the National Council of Jewish Women provides the College a series of foreign movies.

## Dramatics Activities

Dramatics is for the many, not the few, at Florida Presbyterian College. Although there are major produc-

tions each semester for experienced actors and the interested and ambitious, many students who can spare only a limited amount of time have the opportunity to take part in dramatic readings every two or three weeks. Dramatic productions also play a part in course work, for at least once a semester students present a play during the regular lecture hour for the core program.

## Societies

*The Social Science Forum*, open to students majoring or especially interested in Economics, History, Political Science, Psychology, and Sociology or Anthropology, seeks to stimulate student interest in graduate work and professional opportunities, in part through discussions of controversial and interdisciplinary materials.

*Foreign Language* clubs promote interest, understanding and appreciation of the language, literature, and culture of the countries involved.

*The Chemistry Club* affords an opportunity for students of chemistry to become better acquainted, to secure experience in preparing and presenting technical material before chemical audiences, to foster a professional spirit among the members, and to instill a professional pride in chemistry.

## Publications

*The Trident* is the student newspaper published twice a month. *Incite* is a literary magazine appearing once or



twice a semester. Students also publish the annual *FPC Handbook*, the publication designed for new students at the college.

### Admission

In admitting students, this college considers past academic performance (particularly in mathematics, science, literature, and language), achievement on examinations, and such personal qualifications as character, range of interest, poise, maturity, and personal development. It emphasizes the student's ability to profit from and contribute to the learning community. Anyone deemed undesirable because of his conduct and character may be refused admission or, as a student, may be requested to withdraw from the college at any time.

### Procedure

This is the admissions procedure:

- a. Applicants must arrange to take College Entrance Examination Board tests.
- b. Early in his senior year in high school, a candidate should write to the Director of Admissions, Florida Presbyterian College, for an application form and a transcript form. A formal application for admission, along with an application fee of \$10, should be completed and returned to the Admissions Director. (The fee is not refundable.) The applicant should request the principal of the high school from which he is to be graduated to send a tran-

script of his record to the Admissions Director of Florida Presbyterian College.

c. The candidate should ask the College Entrance Examination Board to send his scores on the Scholastic Aptitude (Morning) Test and the writing sample to the Director of Admissions of the College.

Florida Presbyterian College requires all candidates for admission to take the Scholastic Aptitude (Morning) Test of the College Entrance Examination Board and the writing sample. It also highly recommends, but does not require, that applicants take the following Achievement Tests: Intermediate Mathematics, and one other, selected from twelve choices, at no additional cost. Testing centers throughout the country give these at specified times. At least six weeks before the date of the test, the candidate should apply directly to College Entrance Examination Board, Box 592, Princeton, New Jersey. The Board sends an information booklet giving full details about testing centers and the tests available and will mail the test results directly to the colleges designated by the applicant.

| <i>Scholastic Aptitude<br/>Test Given</i> | <i>Registration Until</i> | <i>Registration<br/>with Penalty</i> |
|---|---------------------------|--------------------------------------|
| December 1, 1962                          | November 3                | November 17                          |
| January 12, 1963                          | December 15               | December 29                          |
| March 2, 1963                             | February 2                | February 16                          |
| May 18, 1963                              | April 20                  | May 4                                |
| August 14, 1963                           | July 17                   | July 31                              |

Advanced Placement Program courses will be honored at Florida Presbyterian College on the basis of scores on

the Advanced Placement Examinations administered by the College Entrance Examination Board. Scores of three, four, and five will automatically certify the student in the course covered by the examination.

The applicant for admission to the Freshman class must have completed the graduation requirements and demonstrated academic competence in a high school or preparatory school accredited by a state or regional accrediting agency. Even though the academic record will not be judged primarily on specific units of work, certain courses *are* strongly recommended: four years of English, two and one-half years of mathematics, two years of language, one year of history, and one year (preferably two) of science.

The Admissions Office will compile complete information on each applicant for admission, including the original request for admission information, transcripts from the applicant's high school or preparatory school, test scores, personal recommendations, and any other pertinent data. This file forms the basis for first selection of candidates by the Admissions Committee each year.

Students should apply for admission early in their senior year, preferably in September, submitting a transcript of their high school or preparatory school record up to then and taking the College Entrance Examination in the December before graduation. Tests taken in January or March are acceptable but not recommended. The Preliminary Scholastic Aptitude Test taken during the junior year is helpful.

Some students academically too advanced for further high school, or over twenty-one years of age, may have the entrance requirements waived. The Admissions Committee considers such cases individually.

A student at another college or university wishing to transfer to Florida Presbyterian College should complete the requirements for admission already listed and submit a transcript of his college record with a catalogue and a statement from the college of his academic standing and personal qualifications. Full transfer from other institutions approved by the Regional Accrediting Agency in full depends upon the correspondence of the courses to those offered at Florida Presbyterian College and the approval of the academic division concerned. Grades below C are not acceptable for transfer.

All candidates will be required to deposit \$50 with the Admissions Director of the College upon notification of acceptance. This money, though not refundable, is applied to the student's tuition upon enrollment.

Upon acceptance for admission, the applicant will receive a form for a medical examination to be completed by a physician within the three months preceding matriculation, and to reach the director of Admissions by August 20.

Each freshman attends an interesting, informative, and productive three-day orientation conference held during the summer prior to enrollment and has a choice of sessions, spaced throughout the summer, to make attend-

ance convenient. With a limit of thirty-five students, each conference affords ample opportunity for meeting the college staff and other students. Such activities as pre-registration, book purchase, room assignment, course counseling, and general college orientation, not to speak of vocational guidance tests and placement tests, prepare both students and staff for the year's work. The expense of this conference is included in the general fee. Parents may attend all or part of this program.

## *Costs*

A college education of high intellectual challenge is of lasting value and like most things of value is costly. Only ignorance is more so. Private, non-tax-supported institutions like Florida Presbyterian College make every effort to keep the cost of education down. As a result the student pays only a portion of the actual bill for his own education.

The total cost of an academic year is approximately \$1775. This includes room, board, fees, and tuition but not clothes, laundry, books, travel, recreation, bedding, towels, soap, health insurance, or special instructional fees. Nonresidents pay \$950 for tuition and fees. Private instruction in music is approximately \$150 a year for one hour a week and \$90 a year for one-half hour.

## *Financing Your Education*

Generally, half of the total cost, minus a \$50 acceptance

fee and any room deposits, is due at entrance in September and the rest January 15. Matriculation is a contract binding the student (and his parents) for tuition, fees, room, and board for the entire semester. The college has many different ways to finance your education. The Director of Admissions will send a list of scholarships and loans upon request. The College co-operates with insurance and tuition-plan companies to make available to parents various programs for financing educational expenses.

## *On-Campus Employment*

Many part-time jobs are available: in dining rooms, offices, laboratories, library, bookstore, swimming pool. They pay about \$250 a year for a ten-hour week. Though off-campus part-time work is also available, the day of full time earning while learning in college is about over.

## *Loans*

All students ought to consider borrowing money for a college education. Student loans are good business: a college education considerably increases earning power, many loans require little or no deferred interest, and some need not be repaid in full. The college has endowed loan funds and participates in the National Defense Education Loan Program.

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The criteria for acceptance, as set forth by the Board of Trustees, call for a teacher with depth and command in his field of specialization and a breadth of cultural

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B.S., Ph.D., University of Florida  
*Assistant Professor of Biology*

**Robert C. Meacham**

A.B., Southwestern at Memphis; Sc.M., Ph.D.,  
Brown University  
*Professor of Mathematics*

**George K. Reid**

B.S., Presbyterian College, South Carolina;  
M.S., Ph.D., University of Florida  
*Professor of Biology*

**Dudley E. South**

A.B., College of Wooster; M.A., Ph.D., University of  
Michigan  
*Professor of Mathematics*

**Dexter Squibb**

B.S., East Tennessee State College; Ph.D.,  
University of Florida  
*Assistant Professor of Chemistry*

*The New Campus*

Starting in 1959, Florida Presbyterian College has purchased from the City of St. Petersburg two hundred and seventy-five acres on Boca Ciega Bay, seven miles from the center of the city. It is located on U. S. Highway 19 and 54th Avenue, South, a quarter of a mile from the famous Sunshine Skyway. With a shoreline of a mile and a quarter, this is believed to be the only bayfront campus in the United States.

In a colorful ceremony featuring gift shovels from one hundred and eighty-six other colleges and universities, the College broke ground on the new campus on September 24, 1961. Before the end of that month construction had commenced on three buildings in the first building phase.

The William Luther Cobb Library, gift of Mr. and Mrs. William Luther Cobb, Tarpon Springs, is designed

**WATERFRONT CAMPUS**  
The 275 acre campus lies directly on the tropical waterfront of Boca Chaga Bay.



initially to hold 100,000 volumes.

The Dendy-McNair Teaching Auditorium, gift of the First Presbyterian Church, Orlando, will serve mainly for the mass lectures given in connection with the College's unique core courses. It seats 450 and has a fully equipped stage.

The Humanities Classroom Building, like the Dendy-McNair Teaching Auditorium a unit of the Humanities Complex, was made possible through an anonymous gift.

Construction began in March, 1962, on three more units of the first building phase: two dormitory units designed to house 274 students and a dining unit where up to 420 persons can be fed at one sitting.

All units in the first building phase were completed in September, 1962, and the college moved a major part of its operation to the new campus that month.

Some students, the science staffs and laboratories, and most administrative offices will continue to be housed in the Interim Campus at the Maritime Base.

Florida Presbyterian College has adopted a six-phase construction plan for completing its \$12,500,000 campus.

In 1963 the second phase will include the Science Center, a wing of the Administration Complex, one unit of the Student Union, the infirmary, additional residence houses, athletic facilities, and necessary utilities and roads.

Following the ten-year plan drawn up by the College, the building needs of Florida Presbyterian College are predicated on an anticipated student body of 1,500 by 1972. Included in this growth is an Applied Science and Engineering Curriculum to which students were admitted for the first time in September, 1962.

When this goal of 1,500 students has been achieved, Florida Presbyterian College will turn its attention toward developing a university system which probably will make available graduate work in many varied fields of study.

The two hundred and seventy-five acres of the campus can accommodate a maximum of thirty-five hundred students.

Architects for Florida Presbyterian College are:

Perkins & Will, Chicago

Connell, Pierce, Garland & Friedman, Miami

Jefferson Hamilton, Consultant, Gainesville

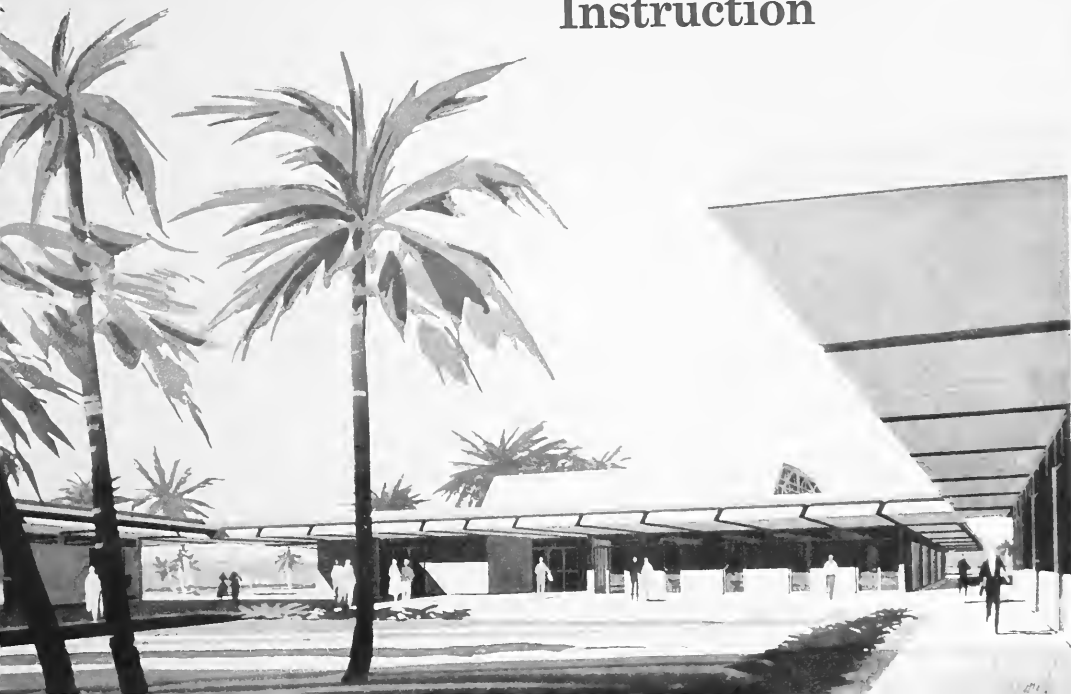




# Courses of Instruction

1963

1964



## Introduction

The number of each course conveys the following information:

Courses number 100 to 199 are primarily for freshmen, 200 to 299 for sophomores, 300 to 399 for juniors and seniors, and 400 to 499 for seniors. Courses offered only in alternate years are indicated by "a" (for school years beginning in even-numbered years) and "b" (for school years in odd-numbered years). In general, an odd number indicates that the course is given in the first semester; an even number indicates that the course is given in the second semester.

Before students enroll in any course, they are to seek advice of their faculty advisers. Near the close of the school year each freshman is expected to prepare a tentative course program for the remaining three years of college and to present it to his adviser for critical evaluation and counsel. At the end of the second year of study each student must submit for approval to the Committee on Academic Review his projected program. A student may revise his program at any time thereafter with the approval of a major professor.

The courses are listed as core courses, which all students take, and according to academic divisions and academic disciplines or fields of study within each division. *Courses are conducted typically in three lecture-discussion periods per week supplemented by other periods, studios, or laboratories.*

Course descriptions are not given for the Junior Seminars and Senior Seminars because a professor is free to vary his offerings each year according to student interest and his own study and research. Students receiving the endorsement of the professors in their major field may take the equivalent of two courses each semester during their junior and senior years in a program of guided independent study.

## *Core Courses*

The basic objective is to develop within the college community a critical understanding of some of the major attempts of man to interpret his experience through the analytic and historical study of works and institutions. Throughout, the concern is with the relevance of the Judeo-Christian tradition and of the redemptive message of the Bible in human inquiry. The course thus forms the basis for the total educational process at Florida Presbyterian College. Students participate in large and small groups: three lectures and two hour-and-a-half discussions during the first two years; two lectures in the third year and one hour-and-a-half discussion; one lecture and one two-hour discussion in the fourth year.

|          |  |
|----------|--|
| 101, 102 | <i>WESTERN CIVILIZATION AND ITS CHRISTIAN HERITAGE</i> |
| 201, 202 | <i>WESTERN CIVILIZATION AND ITS CHRISTIAN HERITAGE</i> |
| 301, 302 | <i>ASIAN STUDIES</i>                                   |
| 401, 402 | <i>CHRISTIAN FAITH AND GREAT ISSUES</i>                |

## *The Division of Humanities*

### *Art*

Requirements for a Major: (a) Art 201, 202, and six other courses in art; (b) supporting work in other areas of the humanities, history, sociology, psychology, and, in some cases, studio work and mathematics.

|     |  |
|-----|--|
| 201 | <i>INTRODUCTION TO THE ANALYSIS OF ART</i> |
|-----|--|

This course investigates the major elements of the artistic language and the various ways in which they have been used in the creation of works of art. A regular and coordinated series of exercises develops the student's ability to analyze a work of art.

|     |   |
|-----|---|
| 202 | <i>INTRODUCTION TO THE HISTORY OF ART</i> |
|-----|---|

This course sketches the historical development of the major artistic styles and the relation of art works to the social, economic, and political context out of which they arose.

251, 252

*STUDIO*

301, 302

*HISTORY OF ART*

Subjects and areas considered in these courses will vary according to the availability of material and the needs of the students. Typical studies: classical, medieval, northern Renaissance, Italian Renaissance, Baroque, modern architecture, modern painting.

Prerequisite: Art 201 or 202.

331, 332

*JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

351, 352

*STUDIO*

401, 402

*INDIVIDUAL STUDIES IN THE HISTORY AND CRITICISM OF ART*

Guided reading and study, to be defined by the needs of the student.

Prerequisite: Art 201 or 202.

431, 432

*SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

Studies in individual artists, movements, genres, media, countries.

422a

*ART OF THE CHRISTIAN CHURCH*

The relations between art and worship, art as a manifestation of theological attitudes, and art as a critique of the church.

Prerequisite: Art 201 or 202.

451, 452

*STUDIO*

## *Languages and Literature*

Requirements for a Major: Students may major in (1) a single language (e.g., French, German, English) with supporting work in another language or other languages or in General Literature or (2) General Literature with advanced work in one or more foreign languages or in English and American Literature. The junior and senior courses (301, 302, and 401, 402, and 411, 412) are required for a major.

## *Foreign Languages*

CHINESE (projected), FRENCH, GERMAN, GREEK, ITALIAN (projected), LATIN, RUSSIAN, SPANISH.

Instruction in foreign language consists of classroom and laboratory work. Elementary and intermediate courses train in grammar, vocabulary, pronunciation, composition, and reading. The progression is from aural comprehension to oral expression to reading to writing. Courses 101 through 302 deal with all these elements in order of increasing difficulty. Proficiency in reading, writing, and (in modern languages) conversation—not the completion of a program of studies—is the measure of accomplishment and admission to advanced studies. The third-year literature course requires a reading knowledge of the language and in appropriate cases the ability to converse. The readings course (401, 402) and the Senior Seminar (411, 412) are designed each semester to meet students' needs and proficiencies. They may deal with authors, genres, movements, or works. They are open in appropriate cases to nonmajors wishing to read the literature in translation.

101, 102

*ELEMENTARY*

201, 202

*INTERMEDIATE*

301, 302

*INTRODUCTION TO LITERATURE*

311, 312

*ADVANCED COMPOSITION AND CONVERSATION*

Designed particularly for future teachers. An analysis of the structure of the language.

401, 402

*READINGS*

Typical subjects:

French: Racine, Flaubert, the novel, essays, romanticism, enlightenment, *A la recherche du temps perdu*, *La comédie humaine*.

German: Goethe, Schiller, Hesse, lyric poetry, nineteenth-century drama, contemporary novel.

Greek: Xenophon, Homer, tragedy, New Testament, Hesiod, Thucydides, lyric poetry, Aristophanes.

Latin: Lucretius, amatory and satiric poetry, Tacitus.

Russian: Dostoevsky, Pushkin, Tolstoy.

Spanish: Cervantes, golden-age drama, *Cid*.

431, 432

SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

### *English Language and Literature*

101, 102

COMPOSITION: MECHANICS AND ORGANIZATION

For freshmen who demonstrate inadequate proficiency in written English.

111, 112

READING WORKSHOP

For any students needing or desiring to improve their reading abilities.

301, 302

HISTORY OF LITERATURE

401, 402

READINGS IN ENGLISH AND AMERICAN LITERATURE

Designed each semester to meet students' needs. May be authors, genres, movements, works.

431, 432

SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

### *General Literature*

Reading in General Literature is in the English language or in a foreign language in which the student has demonstrated proficiency.

Requirements for a Major: a balanced program in criticism, composition, literary history, and language.

201, 202

WORLD MASTERPIECES

Works in English selected from a group of literary masterpieces of many countries, genres, and periods.

- 301 *LITERARY CRITICISM*  
The literature, vocabulary, and practice of literary analysis and evaluation.
- 302 *LITERARY MOVEMENTS*  
The study of literature illuminating and illuminated by its historical classification (e.g., romanticism, naturalism).
- 321 *IMAGINATIVE WRITING*  
The writing of fiction, drama, verse, persuasion, exposition.
- 331, 332 *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*  
The subjects may be authors, genres, movements, works. Readings will be in the English language or in a foreign language in which the student has demonstrated proficiency.
- 401, 402 *READINGS*  
Typical Subjects: Shakespeare, Sophocles, Dante, Balzac, Schiller, Lorca, Melville, Tagore, No plays, Persian lyrics, Chinese philosophers, the Koran, the *Mahabharata*.
- 431, 432 *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

## *Music*

- Requirements for a Major: Music 101, 102, 201, 202, and six additional courses; applied music and participation in an ensemble.
- 101, 102 *THEORY OF TONAL HARMONY*  
Analysis and composition in small homophonic forms. Instruction in harmony, notation, dictation, sight reading, ear training, and keyboard harmony.
- 201, 202 *ADVANCED THEORY OF TONAL HARMONY*  
Analysis and composition in more complex homophonic forms. Prerequisite: Music 102.
- 301 *THEORY OF MODAL COUNTERPOINT*  
Analysis and composition in the style of Palestrina. Prerequisite: Music 202.

- 302      *THEORY OF TONAL COUNTERPOINT*  
 Analysis and composition in the style of Bach. Prerequisite: Music 202. May be taken prior to Music 301 with permission of the instructor.
- 311, 312      *SURVEY OF MUSIC*  
 Music literature in its relation to general cultural history. Designed for students majoring in fields other than music.
- 401      *ORCHESTRATION AND CONDUCTING*  
 Practical work in the writing of scores and in baton and rehearsal techniques. Prerequisite: Music 301, 302, or permission of the instructor.
- 402      *ADVANCED FORM, ANALYSIS AND COMPOSITION*  
 Seminar in the study and making of larger homophonic and polyphonic forms. Prerequisite: Music 301, 302.
- 431, 432      *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*  
 Studies in history of musical styles. Prerequisite: Music 301, 302.

### *Applied Music*

Individual instruction is offered in voice, organ, piano, wind, brass, and string instruments. Freshmen and sophomores receive credit of one hour for a semester of individually instructed applied music, upperclassmen two hours. A music major must earn twelve hours.

Freshmen and sophomores earn an hour for a year of ensemble participation, upperclassmen two. A music major must participate in an ensemble during each semester of residence and earn for graduation a minimum of six hours.

### *Philosophy*

Requirements for a Major: Philosophy 211, 301, 302, 401, 402, 331 or 332, 431 or 432, and one additional course.

Requirements for a Philosophy and Religion Major with emphasis in Philosophy: Philosophy 211, 301, 302, 401, 402, 431 or 432, and two courses in Religion.



- 201, 202      *LOGIC*  
                  A study of the elements of inductive and deductive logical systems with particular emphasis on symbolic logic and scientific method.
- 211            *ETHICS*  
                  Main types of ethical theory and their implications for contemporary problems of personal and social morality.
- 301            *HISTORY OF GREEK AND ROMAN PHILOSOPHY*  
                  A study from primary sources of philosophy from the pre-Socratics through Plotinus with basic attention to the nature of metaphysical problems.
- 301            *HISTORY OF MEDIEVAL AND RENAISSANCE PHILOSOPHY*  
                  A study from primary sources of philosophy from Augustine to Descartes with basic attention to the relationship between faith and reason.
- 331, 332      *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*  
                  A study of selected topics on the relationship between philosophy and other academic disciplines, such as the philosophy of science, the philosophy of culture, esthetics, the philosophy of religion, social philosophy, etc. These seminars are designed for either the major in philosophy or the major in one of the related fields.
- 401            *HISTORY OF MODERN PHILOSOPHY*  
                  A study from primary sources of philosophy from Descartes through Hegel with basic attention to problems of knowledge.
- 402            *CONTEMPORARY PHILOSOPHICAL MOVEMENTS*  
                  A study from primary sources of the major philosophical movements of the nineteenth and twentieth century such as voluntarism, existentialism, the analytic movement, process philosophy, with emphasis on their treatment of crucial modern problems.
- 431, 432      *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*  
                  A study in depth of the work of selected individual philosophers.

## *Religion*

Requirements for a Major: Religion 201, 202, 301, 302, 331, 332, 431, 432.

Requirements for a Major in Philosophy and Religion with emphasis in Religion: Religion 201, 202, 301, 302; Philosophy 301, 302; two seminars, one in Religion and one in Philosophy.

201      *INTRODUCTION TO THE OLD TESTAMENT*

An inductive inquiry into the literary form and religious insights of the Hebrew Scriptures.

202      *INTRODUCTION TO THE NEW TESTAMENT*

An inductive inquiry into the literary form and religious insights of the earliest Christian documents.

301, 302      *HISTORY OF CHRISTIAN THOUGHT*

A detailed study of Christian thought as it appears in the writings of representative leaders and movements from the Apostolic Age to the Reformation. Second semester: the Reformation to the present.

331, 332      *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

431, 432      *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

The interests and needs of students determine the subjects in both Junior and Senior Seminars. Possible topics: comparative religion, contemporary theological movements, individual books of the Bible, individual theologians, devotional classics, problems in Christian ethics.

## *Speech*

201      *ENGLISH PHONETICS*

The sound system of speech, emphasis on the use of IPA alphabet; elementary vocal anatomy; fundamentals of the science of sound.

202 *THE SPEAKING VOICE*  
Principles and practice of interpretation and communication of written materials;  
principles and practice of group discussion.

301 *PRINCIPLES OF THE THEATRE*

## *The Division of History and the Social Sciences* *History*

Requirements for a Major: History 311 and seven additional courses.

201, 202 *HISTORY OF THE UNITED STATES*

The development of American society in government, economic life, and culture.

221a *ANCIENT HISTORY*

The ancient world from prehistoric times to the decline of the Roman Empire.

301a *MEDIEVAL HISTORY*

The history of Western Europe from the decline of the Roman Empire through the thirteenth century.

302a *RENAISSANCE AND REFORMATION*

The history of Western Europe from the fourteenth through the sixteenth century.

303a, 304a *HISTORY OF ENGLAND AND MODERN BRITAIN*

The first semester treats the history of the English people to 1688. The second semester traces the development of a modern industrial society and its imperial expansion.

311 *INTRODUCTION TO HISTORIOGRAPHY AND HISTORICAL METHOD*

An introduction to the techniques of historical research and writing, the use of sources, and the examination of selected classics of historical interpretation.

- 321b *HISTORY OF MODERN RUSSIA*  
Russia from the accession of Peter the Great to the present, with emphasis on the period since the 1917 revolution.
- 322b *HISTORY OF MODERN LATIN AMERICA*  
Latin-American republics from their independence to the present.
- 331, 332 *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*
- 342a *HISTORY OF AMERICAN FOREIGN POLICY*  
American foreign policy considered as part of the larger problem of American participation in world affairs.
- 401b *EUROPE FROM THE FRENCH REVOLUTION TO WORLD WAR I*  
The French Revolution, the Industrial Revolution, political and social movements of the nineteenth century, and the background of World War I.
- 402b *TWENTIETH CENTURY EUROPE*  
The failure of the Versailles settlement; the collapse of the European economy; the rise of totalitarianism and the crisis of democracy; international relations and World War II; the Cold War and recent problems of Europe.
- 411b, 412b *AMERICAN SOCIAL HISTORY*  
Selected topics in American social history from the colonial period to the present.
- 431, 432 *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

### *Economics and Business Administration*

- Requirements for a Major: (a) eight courses including Economics 201, 202, 301, 403, 431, 432; (b) Mathematics 211. Students wishing to emphasize Business rather than Economics will substitute Economics 211 for Economics 301.
- 201, 202 *PRINCIPLES OF ECONOMICS*  
The modern income approach and the neo-classical price approach.

211, 212

## *PRINCIPLES OF ACCOUNTING*

Intended to provide a general knowledge of accounting practices. The theory and construction of financial statements. Laboratory training.

301

## *HISTORY OF ECONOMIC THOUGHT*

Development of economic analysis from early classicism to the modern period. The orthodox movements: classicism, the Marshallian and the Post-Marshallian systems, the Austrian school. The opposition: the historical school, institutionalism, Marx, Keynes, and their followers.

312b

## *INTRODUCTION TO BUSINESS*

Designed to give the student general knowledge of the various activities of a business, such as production and marketing.

322

## *MONEY AND BANKING*

Functions of money, the currency systems, the exchange equation, and the circulation of money; the Federal Reserve System.

323b

## *LABOR ECONOMICS*

The development, structure, goals, and policies of labor organizations; major issues in labor-management relations; and public policy toward labor unions.

331, 332

## *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

352b

## *INTERNATIONAL ECONOMY*

The regulation of foreign trade. Theoretical analysis, comparative advantages, balance of payments. Foreign trade of the United States, the underdeveloped countries.

401a

## *PUBLIC FINANCE*

Shifting and incidence of taxation. The countervailing fiscal policy. Federal, state, and municipal taxation.

403

## *INTERMEDIATE THEORY*

The theory of games. Linear approach.

- 411 *BUSINESS CYCLES*  
 Statistical observations; theories of growth; modern explanations of cycles. Survey of cycles after 1929.
- 413b *COMPARATIVE ECONOMIC SYSTEMS*  
 Theory of Capitalistic Society, Marxism, Leninism, and the Modern Russian Economy.
- 431, 432 *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

## *Education*

- Students considering a teaching career in secondary schools should seek counsel on their course program early in their college training. In this way their course schedules can be planned to meet certification requirements.
- 201 *HISTORY AND PHILOSOPHY OF EDUCATION*  
 The development of the public-school system and contemporary issues and historical philosophies of education; the role of the school in a democratic society.
- 202 *EDUCATIONAL PSYCHOLOGY*  
 The application of psychological principles to the work of the school. Learning, motivation, forgetting, transfer of training, and personality adjustment.
- 301 *PRINCIPLES OF TEACHING AND ADMINISTRATION*  
 New teaching techniques adapted to instructional programs of secondary schools; aspects of administration for classroom teachers; organization, finance, personnel, supervision, scheduling, and activities.
- 302 *MATERIALS AND METHODS IN SECONDARY EDUCATION*  
 A survey and critical analysis of the methods and curriculum of secondary-school teaching. Special methods, materials, and techniques used in the specific subject for which certification is requested. Instruction in principles of diagnosis and developmental teaching.
- 303 *SPECIAL METHODS*  
 Emphasis on specific teaching methods in the subject field for certification.

- 311 *CHILD PSYCHOLOGY* (See *Psychology*)
- 312 *PSYCHOLOGICAL MEASUREMENT* (See *Psychology*)
- 321 *SECONDARY-SCHOOL CURRICULUM*  
The purpose, philosophy, structures, and procedures developed as a unified whole.
- 401 *ORGANIZATION OF LIBRARY MATERIALS*  
Instruction in the fundamental principles of the organization of small libraries; procedures of acquisition, preparation, classification, and cataloguing.
- 402 *REFERENCE AND BIBLIOGRAPHY*  
A study of general reference books and reference materials in specific subjects appropriate to school and community use. Evaluation, selection, and uses.
- 412 *READING METHOD*  
Instruction and practice in ways of improving reading ability, particularly of high-school students.
- 421, 422 *STUDENT TEACHING*  
Observation and teaching activities in high schools in the vicinity of the college.

### *Political Science*

Requirements for a Major: Political Science 201, 202, 211, 301 or 302, 311 or 312, and four additional courses.

Requirements for a Major: Political Science 201, 202, 303, 311, 312, and four additional courses.

- 201 *PRINCIPLES OF GOVERNMENT AND POLITICS*  
Introduction to political science, with some attention to scope and methods of the discipline. Emphasis on the great issues of politics and government.
- 202 *AMERICAN NATIONAL GOVERNMENT AND POLITICS*  
Theory and practice of modern constitutional democracy through analysis of constitu-

tional foundations, patterns of politics, and the structure and functioning of national government in the United States.

301b *FOREIGN AND COMPARATIVE POLITICAL SYSTEMS*

Formal governmental structures and political processes in the major constitutional states of Western Europe: Great Britain, France, and Germany.

302b *FOREIGN AND COMPARATIVE POLITICAL SYSTEMS*

Internal government and politics and interrelationships of the Soviet Union, Soviet bloc states, and China.

303 *INTERNATIONAL RELATIONS*

Forces and forms of politics among nations. The modern state system, nationalism, internationalism, imperialism, foreign policies, war and cold war. Balance of power, morality, organization, and the law as restraints on the power struggle. Problems of world stability and peaceful change.

312a *WESTERN POLITICAL THOUGHT*

Main currents in political theory since Machiavelli.

321a *AMERICAN STATE AND LOCAL GOVERNMENT*

Constitutional structures, political processes, and problems of state and municipal governments and intergovernmental relations.

331, 332 *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

401a *AMERICAN FOREIGN POLICY*

Formulation and execution of American foreign policy. Analysis of substantive issues in recent and contemporary policies.

411b *INTRODUCTION TO CONSTITUTIONAL LAW*

Some major problems of United States constitutional interpretation and development, with emphasis on reading and analysis of Supreme Court opinions.



Forces, institutions, and processes in the competition for power and policy, with special reference to the United States. Public opinion, propaganda, political behavior, interest groups, leadership, and particularly political parties and the legislative process.

### *Physical Education*

A two-year program of physical education is required of all students. The objective is to develop in the student an attitude toward leisure and physical activity so that he can select, participate in, and enjoy the sports most appropriate to his needs and interests. Everyone is expected to demonstrate proficiency in swimming some time during the first semester of the first year. The two-year course includes one hour of lecture-discussion and two hours of demonstration-participation each week. The fourth semester completes the program. No student is excused from the program; when circumstances prevent participation in the regular program, an appropriate set of activities will be arranged for individual needs.

The lecture periods will be devoted to the following: history and philosophy of physical education; physical education in modern living, and rules and strategy of the most popular sports. The laboratory periods will be devoted to golf, tennis, sailing, fencing, tumbling, bowling, trampolining, riding, swimming, track and field, badminton, boating, and other recreational activities. During the two-year program a student will receive instruction in eight of these activities. Students choose the activities so far as possible. The program is primarily coeducational.

### *Psychology*

Requirements for a Major: (a) Psychology 201, 202 and six additional courses which may include Education 202; (b) Mathematics 211 for those students contemplating graduate study in Psychology. Psychology 201 is prerequisite to all other courses and Mathematics 211 for Psychology 422 (exceptions with permission).

- 201 *PRINCIPLES OF BEHAVIOR*  
Major concepts, methods, and problems involved in the study of human behavior.
- 202 *PRINCIPLES OF INDIVIDUAL BEHAVIOR*  
Emphasis on the processes which contribute to personality.
- 301a *BEHAVIOR DISORDERS*  
Origins, classifications, care and treatment of the common behavioral disorders.
- 302a *SOCIAL PSYCHOLOGY*  
The influence of social variables on the behavior of the individual; social perception, language, attitudes, propaganda; social problems.
- 311b *CHILD PSYCHOLOGY*  
Basic psychological principles in the study of the child from birth to puberty.
- 312b *PSYCHOLOGICAL MEASUREMENT*  
The construction, administration, and interpretation of group and individual tests of intelligence, personality, interests, and achievement. Laboratory training.
- 321 *EXPERIMENTAL PSYCHOLOGY*  
Scientific methodology, critical evaluation of classical and contemporary research particularly in motivation, learning, and perception. Some opportunity for individual research.
- 331, 332 *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*
- 401a *PERSONALITY THEORY*  
Theories of personality examined in the light of recent research.
- 402a *BUSINESS AND INDUSTRIAL PSYCHOLOGY*  
Psychological procedures in employment selection, training, efficiency, and human relations.
- 411b *SYSTEMS OF PSYCHOLOGY*  
Integrative theories, including Structuralism, Functionalism, Behaviorism, Hormic Psychology, Gestalt Psychology, and Psychoanalysis.

- 412 *PHYSIOLOGICAL PSYCHOLOGY*  
Physiological correlates of behavior. Special emphasis on the nervous system.
- 422 *ADVANCED EXPERIMENTAL PSYCHOLOGY*  
Critical evaluation and design of research: crucial experiments and controversial issues; individual research. Prerequisite: Mathematics 211.
- 431, 432 *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

## *Sociology and Anthropology*

Requirements for a Major: (a) Sociology 201, 202, 401, and five additional courses;  
(b) Mathematics 211 for those contemplating graduate work in Sociology.

- 102 *SOCIOLOGY OF MARRIAGE*  
American practice and attitudes with respect to dating, courtship, and preparation for marriage.
- 201 *GENERAL ANTHROPOLOGY*  
An introduction to the fields of archeology, cultural and physical anthropology.
- 202 *PRINCIPLES OF SOCIOLOGY*  
The study and application of major sociological concepts, social processes, institutions, structure, and group relations.
- 301b *THE FAMILY*  
Examination of the origins of family institutions and contemporary processes in the formation of the family, its functions, and organization.
- 302 *SOCIAL WORK*  
A survey of the fields and methods of social work.
- 311a *MINORITIES*  
Problems associated with identification of minority groups—racial, religious, ethnic.
- 312a *CRIMINOLOGY*  
The nature, causes, prevention of crime and the treatment of criminals.

- 314b *THE COMMUNITY*  
Contemporary rural and urban life. An introduction to human ecology and demography.
- 316 *CULTURAL ANTHROPOLOGY*  
Theory and methods of anthropology related to areas of special interest.
- 331, 332 *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*
- 401 *SOCIAL THEORY*  
Systematic analysis of major contributions to the field of social thought since Comte.
- 411, 412 *FIELD EXPERIENCE IN SOCIAL WORK*  
Field experience and observation under the supervision of professionally qualified social workers in selected local agencies. Must be taken for full year and counts as one course. Prerequisite: Sociology 302.
- 431, 432 *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

## *The Division of Mathematics and the Natural Sciences*

### *Mathematics*

Requirements for a Major: Mathematics 202 (the calculus sequence) and eight additional courses.

- 101 *FINITE MATHEMATICS*  
Logic, truth tables, sets and relations, number systems and counting, probability theory, vectors and matrices, linear programming, and theory of games.
- 111 *PRINCIPLES OF MATHEMATICS I*  
Logic, groups, ordered fields, sets, function concept, circular functions. Required of students who have not had trigonometry.
- 112 *PRINCIPLES OF MATHEMATICS II*  
Algebraic, exponential, and logarithmic functions, analytic geometry, and calculus. Prerequisite: Mathematics 101 or 111.

200, 201

202

## *CALCULUS WITH ANALYTIC GEOMETRY*

Plane analytic geometry integrated with calculus of polynomials; transcendental functions, formal integration, and applications; infinite series, solid analytic geometry, and calculus of functions of several variables. Prerequisite: Mathematics 101 or 111.

211

## *INTRODUCTION TO STATISTICS*

Discrete and continuous distribution functions, sampling distributions, statistical inference, regression and correlation. Laboratory training. Prerequisite: Mathematics 112 or 200.

301, 302

## *DIFFERENTIAL EQUATIONS*

The solution of ordinary differential equations, both linear and non-linear, including series solutions and numerical methods; existence theorems, stability considerations; introduction to partial differential equations. Prerequisite: Mathematics 202.

311a

## *MODERN ALGEBRA*

Topics from groups, rings, fields, vector spaces, matrices. Prerequisite: Mathematics 202 or consent.

331, 332

## *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

401b, 402b

## *ADVANCED CALCULUS*

Topics from advanced calculus and functions of a real variable. Prerequisite: Mathematics 202.

431, 432

## *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

## *Biology*

Requirements for a Major: (a) Biology 101, 102, and eight additional courses in Biology, depending upon the interest of the student; (b) Chemistry 301, 302, and (c) Physics 201, 202.

101, 102

## *GENERAL BIOLOGY*

Provides an understanding of and appreciation of biological mechanisms and principles through critical analysis of life processes and synthesis of basic facts and concepts. The nature

of living matter, the cell and protoplasm, metabolism, reproduction, development, inheritance, the organism and its environment, and evolution. Lecture 3 hours; laboratory 3 hours.

201

### *COMPARATIVE VERTEBRATE ANATOMY*

A study of the structure and evolutionary development of the organs and systems of representatives of the phylum Chordata. Morphology in relation to classification, mode of life, and adaptation to the environment. Lecture 2 hours; laboratory 6 hours by arrangement. Prerequisite: Biology 101, 102.

202

### *VERTEBRATE EMBRYOLOGY*

The study of the development of the vertebrate body from single-celled egg to hatching or birth. The formation of organ-systems and the experimental approach to animal development. Lecture discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 201.

211, 212

### *THE PLANT KINGDOM*

A survey of the plant kingdom with emphasis on structure, reproduction, and evolution of representative types of all major groups of plants. Laboratory includes field collections and detailed study of selected specimens. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

301

### *ORGANIC EVOLUTION*

Current theories of the origin of life, the phylogenetic relationships of living organisms, Darwinian and neo-Darwinian concepts of evolutionary mechanisms. Genetics and isolation, and the relationship of human culture, and the impact of Darwinism. Discussion 3 hours. Prerequisite: Biology 101, 102.

302

### *FIELD BOTANY*

A study of the distribution and identification of plants in the St. Petersburg area, especially the taxonomy, biogeography, and evolution of flowering plants. Laboratory and field trips. Lecture-discussion 2 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

311

### *GENETICS*

Fundamental principles and mechanisms of inheritance. Lecture-discussion 2 hours; laboratory 3 hours. Prerequisite: Biology 101, 102, and Mathematics 101, or consent of instructor.

312

*ECOLOGY*

Physical, chemical, and biological interrelationships in a natural community. Environmental factors, populations, the community concept, traffic in energy and biogeochemical cycles, and social organizations of animal groups. Field work essentially aquatic, in nearby freshwater lakes and Gulf bays. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

321

*INVERTEBRATE ZOOLOGY*

A study of the morphology, reproduction, physiology, and adaptive radiation in invertebrate animals. Laboratory includes field collections and detailed study of specimens. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

331, 332

*JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

401

*PHYSIOLOGY*

The functional relationships of the animal body. Cellular metabolism and the physics and chemistry of organic substances. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102, Chemistry 101, 102, and Physics 201, 202.

402b

*HISTOLOGY AND MICROTÉCHNIQUES*

The microscopic nature of cells and tissues of organisms. Critical study of prepared slides, staining technique, slide preparation, and advanced use of the microscope. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

431, 432

*SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH**Chemistry*

Requirements for a Major: (a) Chemistry 101, 102, 201, 202, 301, 302, 401, 402, and four additional chemistry courses; (b) Physics 201, 202; (c) Mathematics 202. German is recommended for the language requirement and Mathematics 301 as elective.

101, 102

*MODERN GENERAL CHEMISTRY*

Basic principles of chemistry, recent developments; relationships of structures to chemical and physical properties of chemical species; descriptive chemistry of familiar elements

and compounds; introduction to detection and separation of selected ions. Lecture 3 hours; laboratory 3 hours.

201, 202

### *ANALYTICAL CHEMISTRY*

Chemical equilibria and complex formation, stoichiometry, volumetric and gravimetric techniques, selected instrumental procedures, statistical treatment of errors. Lecture 2 hours; laboratory 6 hours. Prerequisite: Chemistry 101, 102.

301, 302

### *ORGANIC CHEMISTRY*

Aliphatic and aromatic carbon compounds. Emphasis on methods of synthesis, reaction mechanisms, structural theory. Laboratory techniques and synthetic methods of preparation stressed. Lecture 3 hours; laboratory 3 hours. Prerequisite: Chemistry 101, 102.

311a

### *TOPICS IN INORGANIC CHEMISTRY*

Lectures and seminars stressing periodic classification of elements and correlation of structures and properties of chemical species. Atomic and molecular structure and bonding, modern acid-base theory, inorganic nomenclature, co-ordination complexes, metal carbonyls, etc. Laboratory work in inorganic syntheses. Lecture 2 hours; laboratory 3 hours. Prerequisite: Chemistry 101, 102.

312a

### *TOPICS IN INSTRUMENTAL ANALYSIS*

Introduction to electrometric pH measurement, conductometric and electrometric titration, polarography, colorimetry, spectrophotometry, etc., in theory and laboratory applications. Lecture 1 hour; laboratory 6 hours. Prerequisite: Chemistry 201, 202.

331, 332

### *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

401, 402

### *PHYSICAL CHEMISTRY*

Principles of theoretical chemistry. Studies of states of matter, elementary thermodynamics, colloids, solutions, homogeneous and heterogeneous equilibria, reaction kinetics, atomic structure, electrochemistry, and the use of physico-chemical apparatus. Lecture 3 hours; laboratory 3 hours. Prerequisite: consent of instructor.

411b

### *TOPICS IN QUALITATIVE ORGANIC ANALYSIS*

Qualitative detection of functional groups, identification, characterization, and typical



reactions used in proof of structure of organic compounds. Lecture 1 hour; laboratory 6 hours. Prerequisite: Chemistry 301, 302.

412b

#### *TOPICS IN ADVANCED ORGANIC CHEMISTRY*

Lectures or seminars concerned with resonance theory, reaction mechanisms, molecular rearrangements, free radicals, stereoisomerism, etc. Use of chemical library, research techniques, and organic syntheses. Lecture 2 hours; laboratory 3 hours. Prerequisite: Chemistry 301, 302.

422

#### *TOPICS IN ADVANCED PHYSICAL CHEMISTRY*

Lectures or seminars concerned with thermodynamics, solutions and phase equilibria, nuclear chemistry, particles and waves, structure of matter, kinetics, surface chemistry, etc. Use of chemical library and various physico-chemical research techniques. Lecture 2 hours; laboratory 3 hours. Prerequisite: consent of instructor.

431, 432

#### *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

### *Physics*

Requirements for a Major: (a) Physics 201, 202, 301, 302, 321, 322, 401, 402, 421, 422, (b) Mathematics 200, 201, 202, 301, 302.

101, 102

#### *INTRODUCTION TO PHYSICAL SCIENCE*

A study of the discovery and growth of basic physical theories from Galileo to the present. The meaning of science and scientific method. Lecture 3 hours; laboratory 3 hours.

201, 202

#### *GENERAL PHYSICS*

The concepts and theories of physics on an elementary level, including topics of mechanics, wave motion, sound, heat, optics, electricity and magnetism, and modern physics. Lecture 3 hours; laboratory 3 hours. Prerequisite: Mathematics 200.

301, 302

#### *MODERN PHYSICAL THEORIES*

Basic concepts of modern physical theories from 1900 to the present. Lecture 3 hours. Prerequisite: Physics 201, 202, Mathematics 201, 202.

321, 322

### *ADVANCED LABORATORY AND TECHNIQUES*

A series of intermediate-level experiments chosen by each student with the consent of the instructor. Instruction in such laboratory techniques as machine work, glass blowing, and electronics. Laboratory 6 hours.

331, 332

### *JUNIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

341a

### *ASTRONOMY*

Descriptive astronomy of the solar system, the galaxy, and the universe. Lecture 3 hours.

342a

### *ELECTRONICS*

Theory and application of electronic devices. Lecture 3 hours. Prerequisite: Physics 201, 202.

401

### *CLASSICAL THEORETICAL MECHANICS*

The dynamics of particles, systems of particles and rigid bodies. Vector methods. Lecture 3 hours. Prerequisite: Physics 201, 202, Mathematics 301, 302.

402

### *ELECTRICITY AND MAGNETISM*

Principles of magnetism, static and dynamic electricity. Vector methods. Lecture 3 hours. Prerequisite: Physics 201, 202, Mathematics 301, 302.

411b

### *THERMODYNAMICS*

Generalization of the ideas of work, heat, energy. Mathematics of thermodynamics. Lecture 3 hours. Prerequisite: Physics 201, 202.

412b

### *OPTICS*

Geometrical optics and lens aberrations, interference, diffraction, and polarization. Lecture 3 hours. Prerequisite: Physics 201, 202.

221a

### *ADVANCED LABORATORY*

A series of more advanced experiments chosen by each student with the consent of the instructor. Laboratory 6 hours. Prerequisite: Physics 321, 322.

431, 432

### *SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH*

## *College Calendar of Events*

### *1963-1964*

|               |   |
|---------------|---|
| August 30     | Orientation period; incoming freshmen should arrive on campus before noon |
| September 1   | Dormitories open to upperclassmen at noon                                 |
| September 2   | Independent study examinations and re-examinations                        |
| September 3   | Fall Semester commences at 8:00 A.M.                                      |
| October 17    | Meeting of Board of Trustees  |
| October 18-19 | Visitation of parents; no classes   |
| November 28   | Thanksgiving Day; no classes  |
| December 11   | Fall Semester examination period commences at 8:00 A.M.                   |
| December 18   | Fall Semester ends and Christmas Recess commences at 4:30 P.M.            |
| December 19   | Dormitories closed at noon  |
| January 1     | Dormitories reopen at 8:00 A.M.   |
| January 2     | Winter Term commences at 8:00 A.M.  |
| January 16    | Meeting of the Board of Trustees  |
| January 31    | Winter Term ends  |
| February 3    | Spring Semester commences at 8:00 A.M.                                    |
| March 20      | Sunshine Festival of States   |
| March 26      | Spring Recess commences at 4:30 P.M.; dormitories closed                  |
| March 27      | Good Friday   |
| March 29      | Easter  |
| April 5       | Dormitories reopen at 8:00 A.M.   |
| April 6       | Spring Recess ends and classes begin at 8:00 A.M.                         |
| April 16      | Meeting of the Board of Trustees  |
| May 23        | Spring Semester examination period commences at 8:00 A.M.                 |
| May 30        | Spring Semester ends  |
| May 31        | Baccalaureate   |
| June 1        | Commencement  |
| June 2        | Dormitories closed at noon  |

